



Ministry  
of  
Education

Ontario

Hon. Thomas L. Wells  
Minister

# Guide for the Development and Planning of French as a Second Language

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## Introduction

In announcing the new French program on April 18, 1977, the Minister of Education, the Honourable Thomas L. Wells, stressed two features:

1. Individual boards will be responsible for determining the program in each jurisdiction and for submitting those plans to the Ministry for approval.
2. The Ministry will review plans in terms of program structure, efficiency, elementary/secondary co-ordination, and program evaluation.

The purpose of this booklet is to describe the planning and approval procedures and to provide instruction in the completion of the relevant forms.

For a complete overview of the program itself, reference should be made to the statement of April 18, 1977, *Teaching and Learning French as a Second Language: A New Program for Ontario's Schools*, a copy of which is enclosed with this booklet.

The following general principles should guide a board in the planning process:

1. Because needs vary from one area of the province to another and because existing programs are so different, each board should search for a systematic and integrated approach to the French program in its schools that will meet community needs.
2. The planning process should be on-going and should involve an evaluation of both existing and newly introduced programs.
3. It is recognized that time constraints will not permit the development of highly detailed new plans for September 1977. Thus, planning for September 1978 and beyond should be considered a high priority.
4. In order to facilitate communication between the Ministry and the board, the board is asked to name from within its staff a Supervisory Officer who will be the contact person for all matters concerning the French program.
5. The French program referred to here includes only those programs designed for students whose first language is *not* French.

It is hoped that the data collected to meet the needs of the Ministry will also be valuable to the school board in its planning and evaluation procedures.

The new French program involves the completion of four forms:

- a) an addition to the Ontario Student Record Folder, "Student Record of Accumulated Instruction in French," which describes each student's progress in French during his or her school career and forms a permanent part of the Ontario Student Record (to be completed by the Principal);
- b) a revision of the portion of the *School September Report* that deals with French as a second language (to be completed by the Principal);
- c) an "Application for Grants to Equip Classrooms for the Teaching of French as a Second Language" (to be completed by the Director of Education); and

d) a "Planning Outline for French as a Second Language" in which the school board describes its overall plans for French in order to obtain Ministry approval under the provisions of the new program (to be completed by the Director of Education).

Facsimiles of the above forms are reproduced in this booklet, together with instructions for their completion.

As described in the initial policy statement, the special funding for French as a second language is administered according to a formula based on the student's accumulated hours of French. This approach, while complex, is felt to be the fairest way to apply the extra grants in the many different contexts in which French is taught.

For the 1977-78 school year, the following sequence has been established for the submission of program outlines for Ministry approval and for the submission of data on the basis of which grants will be paid:

- a) as soon as possible: the O.S.R. insert, "Student Record of Accumulated Instruction in French" (see page 2);
- b) by July 29, 1977: the "Planning Outline for French as a Second Language — Part 1" (see page 12);
- c) by October 15, 1977: the *School September Report, 1977*, including the new information on enrolment in French as a second language (see page 5), the "Planning Outline for French as a Second Language — Part 2" (see page 12), and the "Application for Grants to Equip Classrooms for the Teaching of French as a Second Language" (see page 11).



## Planning Principles

The following principles and comments may be of value to boards and board officials as they plan programs in French as a second language. These comments are advisory only and should not be considered prescriptive.

1. The determination of teacher workload is a board responsibility. Boards may wish to examine the unique nature and teaching demand of an oral French program in determining what constitutes an appropriate teacher load.
2. Since relatively few principals have expertise in the teaching of French as a second language, there may be a need for consultative and supervisory resources at the board level.
3. Especially during the early stages of a new program, there may be unusual needs in the areas of curriculum development, professional development, and learning materials (including texts, library books, and other student resources).

## Ontario Student Record

The form "Student Record of Accumulated Instruction in French" will become a permanent part of the Ontario Student Record Folder. Regulations 38/73, Pupil Records, will be amended to accommodate this change.

Facsimiles of the new O.S.R. insert and two examples of completed cards are found on pages 3 and 4 of this booklet. It will be noted that one side of the card is for Junior Kindergarten to Grade 8 and the other for Grades 9 to 13; the total accumulated hours at the end of Grade 8 are entered on the side for Grades 9 to 13.

The new forms will be printed on card stock similar to the present O.S.R. card and will be available shortly.

### *Instructions for the Completion of "Student Record of Accumulated Instruction in French"*

1. The information about a student's entire French program up to June 30, 1977, will be entered on the card as soon as possible, using the most accurate data available. In subsequent years the cards will be completed annually in June of each school year. A card is only required for students who are enrolled in a French program as of June 30, 1977.
2. Many Ontario school boards have had for some time an established sequential French program from a standard starting year through to Grade 13. Those boards may wish to provide their schools for each grade level in which French is currently being offered with a standard form with all details filled in except the name of the student. For example, a school board that has had for several years a French program in all its elementary schools consisting of twenty minutes per day in Grades 6, 7, and 8 could preprint forms for all those Grade 8 students who have been students of that board since Grade 6, with every detail filled in except the student's name. This procedure would save much work at the school level.
3. In some situations, the suggestion in section 2 will not apply and an individual record of accumulated instruction in French must be completed for:
  - a) a student who has studied French in more than one jurisdiction;

- b) a student who has repeated a year in which there was French instruction (both years should be counted) and
- c) a student in a school board that has offered various starting points for French and French programs of different intensities.

4. Where a student has attended several schools and it is difficult to obtain information about earlier years, the entries on the card may be started from September 1, 1977. In such cases an annotation should be made on the first lines of the card with respect to any information that is known about a student's previous work in French. This note should include especially reference to any extended or immersion programs. Where an estimate of accumulated hours is necessary, an annotation should be made that the figure is approximate.
5. While the principal is responsible for the accurate completion of each student's record, it is advisable to involve the French teacher and possibly the homeroom teacher and guidance personnel.
6. Where a formal summer school program in French as a second language has been taken by the student, a separate line should be used for that program.
7. When a student changes program in mid-year, the amount of time in each program is entered in the left column of the card (School Year) to the right of the vertical dotted line. Thus, the example on page 3 shows the entry for a student leaving Nipissing in December 1974 and moving to North York.



Junior Kindergarten  
to Grade 8

GIVEN NAMES

To convert minutes per day to hours per year, multiply by 3; e.g., 40 minutes per day = 120 hours per year.

**Junior Kindergarten  
to Grade 8**

MARY A.

GIVEN NAMES

To convert minutes per day to hours per year, multiply by 3; e.g., 40 minutes per day = 120 hours per year.



STUDENT RECORD OF ACCUMULATED INSTRUCTION IN FRENCH

Grades 9-13

STUDENT'S SURNAME

GIVEN NAMES

Total hours accumulated by the end of Grade 8

School Year (Enter % of the school year after the dotted line if not 100%)	School board	Grade	Hours per year of instruction in the subject of French	Hours per year of instruction in other subjects given in French (specify)		Total hours for the year	Total hours accumulated at the end of the school year
				Subject(s)	Hours		

To convert minutes per day to hours per year, multiply by 3; e.g., 40 minutes per day = 120 hours per year.

EXAMPLE

STUDENT RECORD OF ACCUMULATED INSTRUCTION IN FRENCH

Grades 9-13

SMITH

JOHN A.

Total hours accumulated by the end of Grade 8

STUDENT'S SURNAME

GIVEN NAMES

960

School Year (Enter % of the school year after the dotted line if not 100%)	School board	Grade	Hours per year of instruction in the subject of French	Hours per year of instruction in other subjects given in French (specify)		Total hours for the year	Total hours accumulated at the end of the school year
				Subject(s)	Hours		
1973-74	OTTAWA	9	120	HISTOIRE	120	240	1200
1974-75	OTTAWA	10	120	GÉOGRAPHIE	120	240	1440
SUMMER SCHOOL	OTTAWA	11	—	MATHÉMATIQUE	120	120	1560
1975-76	OTTAWA	11	120	—	—	120	1680
1976-77	OTTAWA	12	120	—	—	120	1800

To convert minutes per day to hours per year, multiply by 3; e.g., 40 minutes per day = 120 hours per year.



# School September Report

Major changes have been made in the way in which information is collected on enrolment in French as a second language. Because grants will be made on the basis of a student's accumulated hours of instruction in French, information must be assembled using this criterion to distinguish groups of students. Facsimiles of the new forms and examples of completed forms are found on pages 6 to 10 of this booklet.

*Instructions for the Elementary School  
September Report, 1977*

## **SECTION O: Distribution of September 30, 1977 enrolment re French instruction in classes established for students whose first language is not French.**

This section provides a description of the number of students enrolled in the program of French as a second language and is used in the calculation of General Legislative Grants.

Include all students in the school (resident and non-resident). The total enrolment in Section O, column 1, should equal the total September 30 enrolment reported in Section N, Resident, Non-resident Students, 1977.

The term "French instruction" includes instruction in the subject of French as well as in other subjects that are taught using French as the language of instruction.

The "hours of French in 1977-78" means the number of hours of French instruction that each student is taking during the school year 1977-78. A simple procedure to convert minutes per day to hours per year is to take the average number of minutes of French instruction per day and multiply by three. The result is the number of hours of French instruction accumulated during the school year. For example, 40 minutes per day is equivalent to 120 hours per year.

*In the column headed No French Instruction:* Enter the number of students taking either no French instruction or fewer than sixty hours of French instruction during the 1977-78 year.

*In the columns headed In A Program of French:* Under "core program", include students who are enrolled in a core program in 1977-78 and who have never taken an extended or immersion program in earlier grades. Students in these classes will have approximately the same history of French instruction. Report the number of students in these classes, the number of hours of French instruction each student is taking, and the number of hours of French instruction that a student coming up through the core program in your school has accumulated by September 1, 1977.

*Schools not offering and never having offered extended or immersion programs in French may now go on to Section P; otherwise, additional information should be reported under "more extensive programs".*

Students who are enrolled in or who have a history of extended or immersion programs in French should be grouped by grade according to the number of hours of French instruction they are taking in 1977-78 and the number of hours of French instruction they have accumulated by September 1, 1977. Students in a particular grade having similar characteristics with regard to both of these variables should be reported under one of programs A, B, or C. In each case, report the number of students, the number of hours of French instruction they are taking in 1977-78 and the number of hours of French instruction they have accumulated by September 1, 1977. Where most of the students have approximately the same number of accumulated hours, report the *typical* number of accumulated hours; otherwise, estimate the average number of accumulated hours. *The typical number of hours accumulated by a student by September 1, 1977 may be determined in most cases by examining the program of French offered in the school in earlier grades.*

Note that the number of hours of French in 1977-78 reported in any one of programs A, B, or C need not be common to all grade levels. You may report 180 hours extended in Grade 3 and 810 hours immersion in Grade 4 under the same column heading "Program A".

## **SECTION P: Distribution of September 30, 1977 enrolment of Non-resident students included in Section O.**

Report the number of non-resident students according to the grade and program in which they are included in Section O. The total number of non-resident students in Section P should equal the total non-resident September 30, 1977, enrolment in Section N.

SAMPLE FORM: ELEMENTARY SCHOOL SEPTEMBER REPORT, 1977

O DISTRIBUTION OF SEPT. 30, 1977 ENROLMENT RE: FRENCH INSTRUCTION IN CLASSES ESTABLISHED FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT FRENCH.

	TOTAL NUMBER OF STUDENTS	NO FRENCH INSTRUC- TION	IN A PROGRAM OF FRENCH											
			CORE PROGRAM: Students enrolled in core in 1977-78 who have never taken extended or immersion programs.			MORE EXTENSIVE PROGRAMS: Students enrolled in or having taken an extended or immersion program. Students reported under a particular "PROGRAM" should be taking the same number of hours of French in 1977-78 and should have a similar number of hours of French accumulated by September 1, 1977.								
						PROGRAM A			PROGRAM B			PROGRAM C		
						Number of students	Number of students	Hours of French in core in '77-'78	Hours accumu- lated by Sept. 1,'77	Number of students	Hours of French in '77-'78	Hours accumu- lated by Sept. 1,'77	Number of students	Hours of French in '77-'78
Junior Kindergarten														
Kindergarten														
Grade 1														
Grade 2														
Grade 3														
Grade 4														
Grade 5														
Grade 6														
Grade 7														
Grade 8														
Grade 9														
Grade 10														
Special Education														
TOTAL														

P DISTRIBUTION OF SEPT. 30, 1977 ENROLMENT OF NON-RESIDENT STUDENTS INCLUDED IN SECTION O

	NUMBER OF NON-RESIDENT STUDENTS												
	Jr. K.	K.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Spec. Ed.
No French													
Core													
Program A													
Program B													
Program C													



Example 1: Elementary School September Report

A Kindergarten to Grade 8 school offers French as a second language for twenty minutes per day in Grade 6 and forty minutes per day in Grades 7 and 8. This French program was started in 1969-70.

The form should be completed as follows:

SAMPLE FORM: ELEMENTARY SCHOOL SEPTEMBER REPORT, 1977

O DISTRIBUTION OF SEPT. 30, 1977 ENROLMENT RE: FRENCH INSTRUCTION IN CLASSES ESTABLISHED FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT FRENCH.

	TOTAL NUMBER OF STUDENTS	NO FRENCH INSTRUC- TION	IN A PROGRAM OF FRENCH											
			CORE PROGRAM: Students enrolled in core in 1977-78 never having taken extended or immersion programs.			MORE EXTENSIVE PROGRAMS: Students enrolled in or having a history of extended or immersion. Students reported under a particular "PROGRAM" should be taking the same number of hours of French in 1977-78 and should have a similar number of hours of French accumulated by September 1, 1977.								
						PROGRAM A			PROGRAM B			PROGRAM C		
			Number of students	Number of students	Hours of French in core in '77-'78	Hours accumu- lated by Sept. 1,'77	Number of students	Hours of French in '77-'78	Hours accumu- lated by Sept. 1,'77	Number of students	Hours of French in '77-'78	Hours accumu- lated by Sept. 1,'77	Number of students	Hours of French in '77-'78
Junior Kindergarten														
Kindergarten	72	72												
Grade 1	65	65												
Grade 2	60	60												
Grade 3	57	57												
Grade 4	56	56												
Grade 5	56	56												
Grade 6	61	0	61	60	0									
Grade 7	60	0	60	120	60									
Grade 8	69	0	69	120	180									
Grade 9														
Grade 10														
Special Education														
TOTAL	556	366	190											

P DISTRIBUTION OF SEPT. 30, 1977 ENROLMENT OF NON-RESIDENT STUDENTS INCLUDED IN SECTION O

NUMBER OF NON-RESIDENT STUDENTS												
Jr. K.	K.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Spec. Ed.
No French			1		2							
Core							2		1			
Program A												
Program B												
Program C												

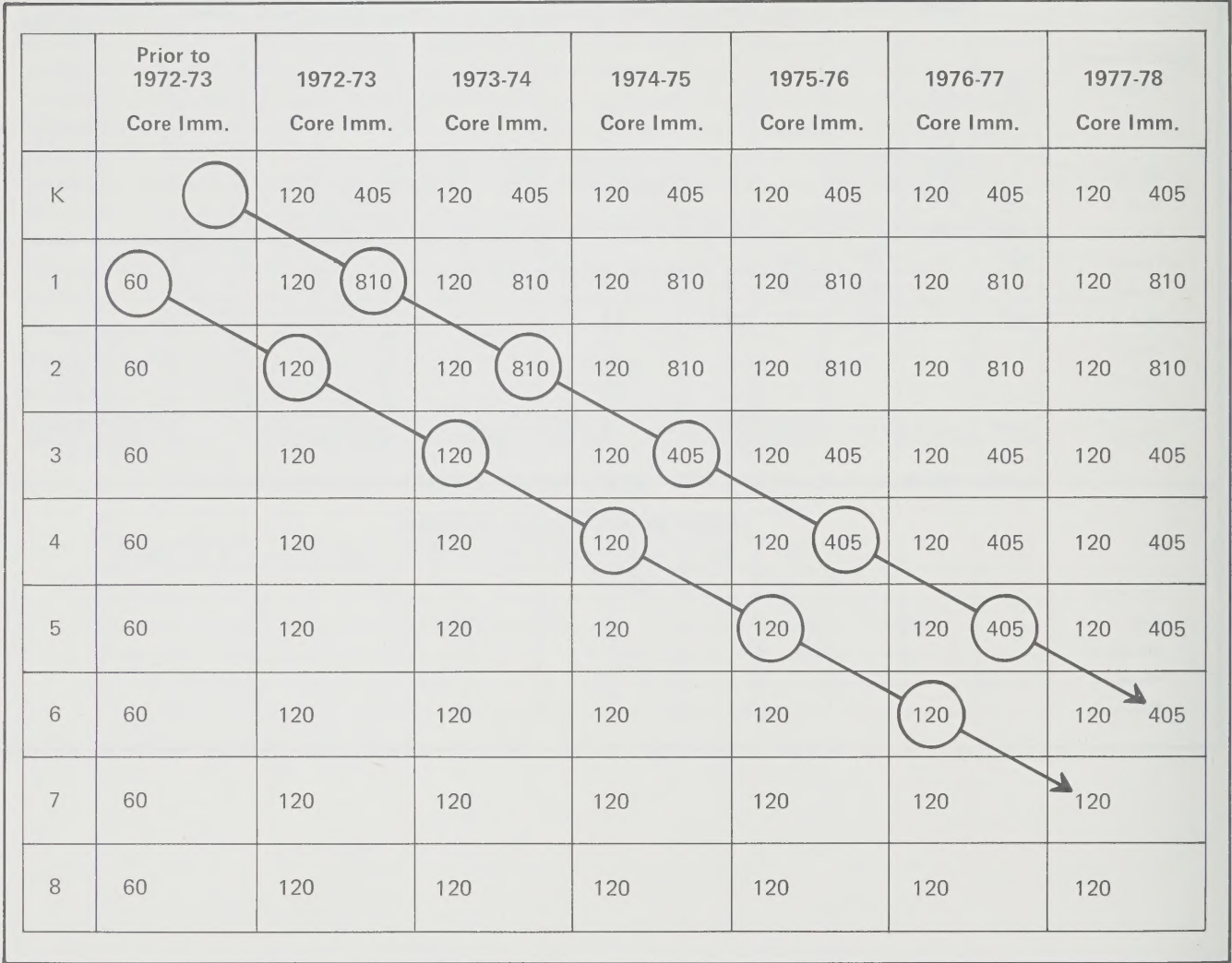
Example 2: Elementary School September Report

A Kindergarten to Grade 8 school offers a more extensive French program, including core, immersion, and semi-immersion components. The program has been introduced gradually over the years and involves the following elements:

- twenty minutes core in Grades 1 to 8 (between 1967-68 and 1971-72);
- forty minutes core in Kindergarten to Grade 8 (started in 1972-73);
- one immersion class in Kindergarten (started in 1972-73);
- one immersion class in Grade 1 (started in 1972-73);
- one immersion class in Grade 2 (started in 1973-74);

- one semi-immersion class in Grade 3 (started in 1974-75) for immersion students;
- one semi-immersion class in Grade 4 (started in 1975-76) for immersion students;
- one semi-immersion class in Grade 5 (started in 1976-77) for immersion students;
- one semi-immersion class in Grade 6 (starting in 1977) for immersion students.

The following chart could be constructed for the school's French program as an aid to calculating the accumulated hours for each current group of students. The numbers in the chart represent the number of hours in each French program (core or immersion) for each grade in each school year.





The students enrolled in the grade 7 core program on September 30, 1977 have accumulated 660 hours of French instruction in the preceding six years (five years of 120 hours and one year of 60 hours). The progress of the group is represented by the lower of the two diagonal paths on the chart.

The students who are enrolled in the grade 6 semi-immersion program on September 30, 1977 have accumulated, in the five years prior to September 1, 1977,

2835 hours (three years of semi-immersion at 405 hours and two years of immersion at 810 hours). Their path is represented by the upper line on the chart.

The school's program would appear on the School September Report as shown on the following illustration.

The explanatory comments are to assist in interpretation and would not appear on the school report itself.

SAMPLE FORM: ELEMENTARY SCHOOL SEPTEMBER REPORT, 1977

O DISTRIBUTION OF SEPT. 30, 1977 ENROLMENT RE: FRENCH INSTRUCTION IN CLASSES ESTABLISHED FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT FRENCH.

TOTAL NUMBER OF STUDENTS	NO FRENCH INSTRUC- TION	IN A PROGRAM OF FRENCH											
		CORE PROGRAM: Students enrolled in core in 1977-78 never having taken extended or immersion programs.			MORE EXTENSIVE PROGRAMS: Students enrolled in or having a history of extended or immersion. Students reported under a particular "PROGRAM" should be taking the same number of hours of French in 1977-78 and should have a similar number of hours of French accumulated by September 1, 1977.								
					PROGRAM A			PROGRAM B			PROGRAM C		
		Number of students	Hours of French in '77-'78	Hours accumulated by Sept. 1, '77	Number of students	Hours of French in '77-'78	Hours accumulated by Sept. 1, '77	Number of students	Hours of French in '77-'78	Hours accumulated by Sept. 1, '77	Number of students	Hours of French in '77-'78	Hours accumulated by Sept. 1, '77
Junior Kindergarten													
Kindergarten	72	42	120	0	30	405	0						
Grade 1	65	37	120	120	28	810	405						
Grade 2	60	32	120	240	28	810	1815						
Grade 3	57	30	120	360	27	405	2025						
Grade 4	56	31	120	480	25	405	2430						
Grade 5	56	30	120	600	26	405	2835						
Grade 6	61	34	120	600	27	405	2835						
Grade 7	60	60	120	660									
Grade 8	69	69	120	720									
Grade 9													
Grade 10													
Special Education													
TOTAL	556	365			191								

P DISTRIBUTION OF SEPT. 30, 1977 ENROLMENT OF NON-RESIDENT STUDENTS INCLUDED IN SECTION O

NUMBER OF NON-RESIDENT STUDENTS												
Jr. K.	K.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Spec. Ed.
No French												
Core								/				
Program A		2		1	2							
Program B												
Program C												

**SECTION T: Distribution of September 30, 1977 enrolment re French instruction in classes established for students whose first language is not French.**

This section provides a description of the number of students enrolled in the program of French as a second language and is used in the calculation of General Legislative Grants. Resident and non-resident students are to be reported separately.

The term “French instruction” includes instruction in the subject of French as well as in other subjects taught using French as the language of instruction.

*Instruction in the subject of French:* Students in each grade taking one or two credits in the subject of French should be grouped according to the number of hours of French instruction that they have accumulated by Sep-

tember 1, 1977. The number of hours of French instruction that they have accumulated by September 1, 1977, may be determined *either* on an individual student basis by referring to the Ontario Student Record Folder for each student *or* on a program basis by reporting the *typical* number of hours that students in that program have accumulated in the past. *The typical number of hours accumulated by September 1, 1977, may be determined, in most cases, by referring to the program taken by the majority of students in earlier grades.*

The total number of students in column 10 of Section T should equal the total September 30, 1977 enrolment of English-speaking students in the school.

*Instruction in other subjects using French:* Report the number of students taking instruction in other subjects using French as the language of instruction. Report also the total number of credits earned by these students in such subjects.

SAMPLE FORM: SECONDARY SCHOOL SEPTEMBER REPORT, 1977

**T DISTRIBUTION OF SEPT. 30, 1977 ENROLMENT RE: FRENCH INSTRUCTION IN CLASSES ESTABLISHED FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT FRENCH.**

INSTRUCTION IN THE SUBJECT OF FRENCH										INSTRUCTION IN OTHER SUBJECTS USING FRENCH AS LANGUAGE OF INSTRUCTION.		
RESIDENT STUDENTS	Number of Students taking NO INSTRUCTION IN THE SUBJECT OF FRENCH	Number of students taking INSTRUCTION IN THE SUBJECT OF FRENCH according to the number of hours of French instruction accumulated by September 1, 1977.								Total Number of English Speaking Students	Total Number of Students	Total Number of Credits
		Fewer than 360 hrs.		Between 360-539 hrs.		Between 540-719 hrs.		720 or more hrs.				
		1 Credit	2 Credits	1 Credit	2 Credits	1 Credit	2 Credits	1 Credit	2 Credits			
Pre-grade 9												
grade 9												
grade 10												
grade 11												
grade 12												
grade 13												
NON-RESIDENT STUDENTS												
Pre-grade 9												
grade 9												
grade 10												
grade 11												
grade 12												
grade 13												
TOTAL												



## Grants to Equip Classrooms for the Teaching of French as a Second Language

Special grants in the amount of \$1,000 each are available in 1977 to equip classrooms in elementary schools for the teaching of French. These grants may be applied to facilities designed for all types of programs — core, extended, and immersion. Through these grants, school boards will be able to provide a “home base” for teachers of French. The funds are intended for equipment, learning materials, and supplies purchased between June 1, 1977, and December 31, 1977.

Boards should submit requests to the Regional Office as soon as possible. Approvals will be given as the applications arrive so that purchases may be made during the

summer where possible. All applications must be received by October 15, 1977.

Approval of the grants will be given in the first instance on the scale of one to each school in which there is a French program. Approvals beyond the basic scale of one per school in which French is taught will be given as soon as possible after October 15, 1977, and will be contingent upon the availability of funds.

School boards will receive the lesser of either the actual expenditure with respect to each classroom or \$1,000 for each classroom.

Boards will be required to keep records of their expenditures by school and classroom and will be asked to report such expenditure at the end of the calendar year.

## Application for Grants to Equip Classrooms for the Teaching of French as a Second Language

School Board: \_\_\_\_\_

Name of Elementary School	Number of Classes in the School taking French	Number of Classrooms to be Equipped
Total		

Date \_\_\_\_\_

Director of Education

## Planning Outline for French as a Second Language

A board must submit plans to the Ministry for approval by completing the form “Planning Outline for French as a Second Language”. It will be completed in two parts: Part 1 must be submitted by July 29, 1977, and Part 2 by October 15, 1977. A facsimile of the form is reproduced on the following pages.

Part 1 has 8 sections. Sections A, B, and C deal with the program for Junior Kindergarten to Grade 8 as follows: A — school year 1976-77; B — school year 1977-78; and C — school years 1978-79 and 1979-80. Sections D, E and F deal with the program for Grades 9 to 13 as follows: D — school year 1976-77; E — school year 1977-78; and F — school years 1978-79 and 1979-80. Section G is concerned with board policy, and Section H refers to the co-ordination structure for the board’s program as a whole.

Part 2 has two sections. Section I is concerned with teacher qualifications. The “number of teachers” requested refers to individual teachers and not to full-time equivalents. Thus three half-time teachers would count as three rather than 1.5.

Section J deals with resources and expenditures. The information requested in this section will be used for provincial program evaluation and for monitoring the expenditure of funds made available under the new program. In all cases, only those expenditures that are *additional* to the normal school program should be recorded. The following areas may be considered.

### 1. *Additional number of teachers of French as a second language expressed in terms of full-time equivalents.*

- a) *Overlay of staff.* Where French is being offered in a twenty-minute or forty-minute module in a non-rotary school organization pattern, the French teacher may be a total overlay of staff. All costs of such overlay teachers may be included in the budget submission.
- b) *Travel time.* Where a French teacher is used in more than one school, suitable allowances may be made both for the travel time and for the cost of the teacher’s travel.
- c) *Remediation.* Where a school is establishing a remediation program in French and/or two or more levels of French instruction with justifiably smaller classes in one of the levels, suitable staffing allowances may be made.
- d) *Oral testing.* Oral testing is an important part of French evaluation procedure and a key factor in motivating students to acquire the skill of speaking French. Therefore, staffing allowances may be made in order to provide interviewers to supplement the French teaching staff, especially during peak testing periods in the year.
- e) *Teacher workload.* Where a board makes allowance for the special demands of, for example, an oral French program, and permits workloads less than usual for the board, the additional expenditure thus involved may be recorded in this category.

### 2. *Supervisory services.* Allowances may be made for *additional* supervisory officers employed by the board in respect of French as a second language.

3. *Consultative services.* Allowances may be made for *additional* teachers to provide consultative services in respect of French as a second language.

4. *Support services.* Allowances may be made for additional clerical, secretarial, and other support staff in respect of French as a second language; this includes support staff essential to the effective operation of the additional professional educators involved with French.

5. *In-service training and professional development.* The in-service training and professional development of teachers of French will be critical during this period of expansion. Allowances may be made for suitable activities carried out by the school board or in co-operation with a faculty of education, a teachers’ federation or the Ministry of Education.

6. *Books, learning materials and equipment.* Only those learning materials, equipment and supplies for French that are additional to the “regular program” should be included.

Provision may be made for the purchase of texts, library books, media and resource materials where a program is being expanded or added.

7. *Overhead.* Normal overhead for the space occupied by the *additional* staff may be included in the budget. This may include plant operation and plant maintenance costs.

8. *Curriculum development.* During the early phases of a new program much curriculum development at the local school board level may be needed.

The cost of extra transportation of students is not to be included in this submission. The Ministry urges school boards to provide suitable French programming in the local school wherever possible. In those cases where transportation is necessary, it should be included in the regular transportation budget.



PLANNING OUTLINE FOR FRENCH AS A SECOND LANGUAGE

PART 1 To be submitted by July 29, 1977

Name of Board \_\_\_\_\_

Board Supervisory Officer  
responsible for French program \_\_\_\_\_

Board Co-ordinator/Consultant  
in French (if any) \_\_\_\_\_

A. Current French Program – Junior Kindergarten to Grade 8 – for 1976-77 School Year

1. How many different French programs are there within the board?



Indicate for each program the starting grade and the number of minutes per day in that grade and each succeeding grade in each program. (Use separate sheet if more than 4.)

MORE EXTENSIVE PROGRAMS

CORE PROGRAMS			PROGRAM A			PROGRAM B			PROGRAM C		
Check starting grade		Minutes per day	Check starting grade		Minutes per day	Check starting grade		Minutes per day	Check starting grade		Minutes per day
JK			JK			JK			JK		
K			K			K			K		
1			1			1			1		
2			2			2			2		
3			3			3			3		
4			4			4			4		
5			5			5			5		
6			6			6			6		
7			7			7			7		
8			8			8			8		

2. Learning materials: Indicate which published French program materials are currently in use. Indicate the "level" or "book" in a series.

Use these sections only if more than one program is in use within the board.			
JK			
K			
1			
2			
3			
4			
5			
6			
7			
8			

**B. French Program — Junior Kindergarten to Grade 8 — planned for September 1977**

1. On September 1, 1977, the board will offer:

the same program as in  
1976-77 described above  
in Section A

☐

a different  
program

☐

Describe below the program changes in terms of:

- a) starting grade level
- b) minutes per day
- c) materials
- d) diversity of programs offered

**C. French Program — Junior Kindergarten to Grade 8 — plans for the two-year period, from September 1, 1978, to June 30, 1980.**

1. Describe any changes for this period already decided upon.
  
  
  
  
  
  
  
  
  
  
2. What procedures have been established for considering the French program for the 1978-79 and 1979-80 school years? (e.g. Board or curriculum committee, surveys, program evaluation, etc.)
  
  
  
  
  
  
  
  
  
  
3. Outline briefly the possible changes, if any, that are being considered at the present time with respect to the Junior Kindergarten to Grade 8 French program for 1978-80.

**D. Current French Programs — Grades 9 to 13 for the 1976-77 school year.**

1. Does each secondary school offer French in each year of the regular secondary program leading to the SSGD and SSHGD?

Yes

☐

(Check one)

No

☐

Account briefly for any exceptions



2. What materials (i.e. published French programs) are used in the schools within the board? In the case of sequential materials with several "levels" or "books", indicate the "level" or "books" for each grade.

9			
10			
11			
12			
13			

3. Do any schools make it possible for a student to earn more than one credit in French in any one year?  
(check one)

Yes

☐

No

☐

Indicate the Grades in which the second credit is available.

9	
10	
11	
12	
13	

4. Do any schools offer any subjects in French in the secondary program that are designed for English speaking students?

Yes

☐

No

☐

Indicate the subjects opposite the appropriate grade.

9				
10				
11				
12				
13				

**E. French Program — Grades 9 to 13 — planned for September 1977**

1. In September 1977, the board will offer (check one)

the same program as in the  
1976-77 school year (described  
in Section D)

☐

a different  
program.

☐

Describe briefly the proposed changes in terms of

- (a) additional credits in French and other subjects offered in French.  
(b) learning materials

**F. French Program-Grades 9 to 13 — plans for the two-year period from September 1, 1978 to June 30, 1980.**

1. Describe any changes for this period already decided upon.

2. What procedures have been established for considering the French program for Grades 9 to 13 for the 1978-79 and 1979-80 school years (e.g., board or curriculum committee, surveys, program evaluation, etc.)?

3. Outline briefly the possible changes, if any, that are being considered with respect to the French program for Grades 9 to 13 for 1978-80.

G. Board Policy

1. Has the board adopted an official policy position with respect to
- a) the teaching of French as a second language?
  - b) the evaluation of the French program?
  - c) the evaluation of student achievement in French?

YES	NO

Describe briefly the policy or policies; or quote them directly; or attach copies of them to this form.

H. Co-ordination Structure

1. Does the board have an on-going committee (or committees) that assists in the co-ordination of French programs at different grade levels and at different schools? (check one)

Yes

☐

No

☐

What is the composition of the committee? What are the terms of reference for the committee? What responsibility does it have for bridging the gap between elementary and secondary levels.

The above application describes the program of the Board in French as a second language.

Application is hereby made for the special grant for French as a second language, to be calculated on the basis of enrolment data to be supplied on the School September Report for each school under the jurisdiction of the board.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Education

Approved

☐

Not Approved

☐

\_\_\_\_\_  
Date

\_\_\_\_\_  
Regional Director of Education



# PLANNING OUTLINE FOR FRENCH AS A SECOND LANGUAGE

PART 2 To be submitted by October 15, 1977

Name of Board \_\_\_\_\_

## I. Teacher Qualifications

1. Number of teachers in the elementary school program in French as a second language.

2. Number in (1) above holding the Certificate of Teacher of French as a Second Language.

3. Number in (1) above holding other qualifications to teach French as a second language.

4. Number of teachers in the secondary school program in French as a second language.

5. Number in (4) above holding the High School Specialist's Certificate in French or Interim High School Assistant's Certificate Type A in French.

## J. **Additional Resources and Expenditures**

Outline the resources both human and financial allocated to the French program. Use the categories outlined in the booklet "Guide for the Development and Planning of French as a Second Language".

Record dollar amounts as accurately as possible.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Education

